



## Purchase Intentions in Indonesian E-Learning: A Study on Brand Equity, Advertising, and Pricing

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**ABSTRACT:** This study investigates the factors influencing purchase intentions for online paid courses in Indonesia, with a particular focus on brand equity, advertising, and price. Utilizing a Likert scale questionnaire distributed to 595 Indonesians aged 18-35, who bought their e-learning themselves or through family support. The research employs Partial Least Square-Structural Equation Modeling (PLS-SEM) for data analysis. Key findings indicate a strong preference for e-learning platforms offering interactive, practical content aligned with personal and professional development goals. The study reveals that enhancing skill sets, especially for career advancement or entrepreneurship, is a primary motivator for users. The importance of practical application of skills in real-world scenarios is emphasized, highlighting the need for practical exercises and case studies in course content. Quality mentorship and interactive features like live sessions significantly improve the learning experience, while technical issues and budget considerations are noted as potential barriers. The findings suggest that e-learning providers should focus on delivering high-quality content through flexible and competitive pricing models to attract and retain learners.

**KEYWORDS:** Online Paid Courses, Purchase Intentions, Indonesian E-Learning Market, Brand Equity in E-Learning, Advertising Impact on E-Learning, Pricing Strategies in Online Education

### INTRODUCTION

The rapid growth of e-learning platforms, particularly in the Indonesian market, has prompted a need for comprehensive understanding of factors influencing consumer behavior, especially in the context of online paid courses. This study delves into the determinants of purchase intentions, a critical aspect for the success of e-learning services. While previous research has offered insights into various facets of e-learning adoption, there remains a gap in understanding the specific impact of brand equity, advertising, and pricing strategies on consumer decisions within the Indonesian context.

Brand equity, a key component in marketing strategies, plays a significant role in shaping consumer perceptions and choices in the digital learning environment [1]. Advertising effectiveness, especially in the era of digital media, is another crucial determinant influencing purchase intentions [2]. Furthermore, pricing strategies in e-learning are pivotal in a price-sensitive market like Indonesia, where consumers weigh the cost against the perceived value of educational services [3].

In addition to these market-driven factors, this research also considers the cultural nuances of Indonesian consumers, offering a unique perspective that contributes to the global understanding of e-learning adoption. It proposes a shift from mere intention to actual behavior, suggesting a quasi-experimental approach to better assess the real-world implications of these factors on purchasing decisions.

This study's findings are expected to provide strategic insights for e-learning service providers, helping them to tailor their offerings to meet the specific needs and preferences of the Indonesian market. The implications of this research extend beyond academia, offering practical guidelines for the pricing and promotion of e-learning services in Indonesia and similar markets.

### THEORITICAL BACKGROUND AND HYPOTHESES

#### *Purchase Intention*

Purchase intention refers to the likelihood or decision of a consumer to buy a product or service. It's a crucial concept in marketing and consumer behavior research, reflecting the readiness of potential customers to make a purchase at a given time [4]. Influenced by a variety of factors, purchase intention can be shaped by personal preferences, perceived value, brand loyalty, product quality, price, marketing efforts, social influences, and the overall reputation of the product or service [5]. Understanding purchase intention



helps businesses in crafting strategies to enhance customer attraction and retention, ultimately leading to increased sales and market success [6].

In the context of Online Paid Courses (OPCs), purchase intention is significantly influenced by factors such as outcome expectation and trust. This includes performance expectations from the course and trust in the platform offering the course [7]. Additionally, perceived lecturer expertise, prior learning experience, and personal trial experiences positively impact both trust and performance expectations. These factors collectively shape a potential customer's decision to purchase an OPC [8]. This understanding is crucial for managers and providers of online educational content, as it offers insights into effectively conducting transactions and enhancing the appeal of their courses to potential learners [9].

In conclusion, purchase intention plays a pivotal role in guiding consumer behavior and decision-making, both in general marketing and specifically in the realm of online paid course [10]. While it is influenced by a broad range of factors including personal preferences, perceived value, and brand reputation, in the context of OPCs, it hinges more on outcome expectations, trust in the course provider, lecturer expertise, and personal learning experiences [8]. Understanding these nuanced drivers is vital for businesses and educators in the digital learning space. By focusing on enhancing these key elements, they can effectively increase the attractiveness of their courses, thereby boosting enrollment and achieving greater market success [6]

### **Brand Equity**

Brand equity refers to the value a brand adds to a product or service [11]. This concept encompasses the perceptions and associations that customers have with the brand, which can significantly influence their buying decisions. Key elements of brand equity include brand awareness, perceived quality, brand associations, and brand loyalty [12]. High brand equity means that customers have positive, strong, and unique associations with the brand, often allowing the company to command premium prices, maintain customer loyalty, and have an advantage in marketing efforts [13]. Essentially, brand equity is a crucial intangible asset that reflects the overall market strength and value of a brand.

In the context of Online Paid Courses (OPCs), brand equity is a critical factor that influences a customer's decision to enroll in these courses [14]. This research highlights that consumer experience significantly predicts brand meaning and customer satisfaction, both of which positively impact brand equity. Strong brand equity in OPCs means that consumers respond more favorably to certain marketing initiatives of these brands compared to others in the same category [15]. Furthermore, factors like course quality, price, credibility and professionalism of instructors, and the reputation and innovativeness of the platform are identified as key elements shaping purchasing behaviors for paid online courses [16].

In the realm of Online Paid Courses (OPCs), brand equity is not only a critical factor in influencing customer enrollment decisions but also manifests as the perceived value and strength of the OPC brand [17]. Strong brand equity, arising from factors like consumer experience, course quality, and instructor credibility, enhances consumer trust and sets positive performance expectations. Interestingly, while consumer experience boosts brand meaning and satisfaction, thereby positively influencing brand equity, an increase in brand awareness might have a contrary effect. This intricate interplay suggests that high brand equity in OPCs not only drives favorable responses to marketing initiatives but also significantly contributes to the perceived expertise of lecturers and the overall attractiveness of the course, thus shaping a consumer's purchase intention [18]. Building on the understanding of brand equity, particularly in the context of Online Paid Courses (OPCs), its influence extends beyond general perception and into more quantifiable outcomes. Brand equity significantly shapes the perceived quality, purchasing intentions, and trust among consumers [17][18]. These relationships are pivotal in comprehending the tangible impact of brand equity on consumer behavior and decision-making processes in the digital learning sphere.

To empirically test these relationships, several hypotheses are proposed. Firstly, Hypothesis 1a (H1a) posits that brand equity has a significant positive effect on the perceived quality of OPCs. This suggests that higher brand equity correlates with enhanced perceptions of course quality, which is an essential determinant of consumer satisfaction and loyalty. Secondly, Hypothesis 1b (H1b) asserts that brand equity positively influences purchase intention. This indicates that strong brand equity not only fosters favorable perceptions but also motivates actual purchasing decisions. Finally, Hypothesis 1c (H1c) examines the relationship between brand equity and trust, hypothesizing a significant positive effect. Trust, being a crucial factor in the context of online transactions, is expected to be higher in OPCs with strong brand equity. These hypotheses aim to provide a deeper understanding of how brand equity, as an intangible asset, tangibly influences consumer behavior in the realm of online education.



H1a: Brand equity has a significant positive effect on Perceived Quality

H1b: Brand equity has a significant positive effect on Purchased Intention

H1c: Brand equity has a significant positive effect on Trust

## **Advertising**

Advertising is a marketing strategy involving the promotion of products, services, brands, or ideas to a targeted audience, with the goal of influencing their perception and encouraging them to take a specific action, such as making a purchase. It utilizes various media channels, including television, radio, print, online platforms, and outdoor advertising, to convey messages creatively and persuasively [19]. Effective advertising not only raises awareness about what's being advertised but also aims to create a positive image, establish brand identity, and differentiate the product or service from its competitors. In the digital era, advertising has expanded to include social media and influencer marketing, allowing for more personalized and interactive engagement with potential customers [20].

In the context of Online Paid Courses (OPCs), advertising plays a pivotal role in shaping brand perception and influencing purchase intentions [21]. Effective advertising strategies for OPCs focus on highlighting unique course features, showcasing instructor expertise, and emphasizing the benefits of the courses. By utilizing various channels, especially digital platforms, OPC providers can target potential learners more precisely. The goal is not just to inform but also to create a compelling narrative that resonates with the audience's educational needs and aspirations [22]. This tailored approach in advertising can significantly boost brand equity, making the courses more attractive and increasing the likelihood of enrollment.

Advertising as a marketing strategy involves promoting products, services, brands, or ideas to a specific audience to influence their perception and encourage actions like making a purchase [23]. It leverages various media channels, including online platforms, crucial in today's digital era. For OPCs, strategies like adding student testimonials to course sales pages, starting a podcast, hosting live webinars, soliciting course reviews, creating social media groups, offering shorter courses in online marketplaces, and maintaining active YouTube channels are instrumental. These approaches not only inform but also create compelling narratives that resonate with potential learners' educational needs and aspirations, thereby boosting brand equity and increasing the likelihood of enrollment [24].

As we delve into the nuanced role of advertising in the context of Online Paid Courses (OPCs), its strategic importance becomes evident. Advertising is not just about spreading awareness but also about shaping perceptions and fostering trust among potential customers [23][24]. It's a multi-faceted tool that, when effectively utilized, can enhance the perceived quality of a product or service, influence the intention to purchase, and build trust.

To empirically examine the impact of advertising within the realm of OPCs, several hypotheses are proposed. Hypothesis 2a (H2a) explores the idea that advertising significantly boosts the perceived quality of the courses. This suggests that effective advertising can positively influence how potential learners perceive the value and excellence of these courses. Hypothesis 2b (H2b) posits that advertising has a positive effect on the intention to purchase. This implies that well-crafted advertising campaigns can significantly influence a potential customer's decision to enroll in a course. Lastly, Hypothesis 2c (H2c) examines the relationship between advertising and trust. This hypothesis suggests that effective advertising strategies can foster a sense of trustworthiness and credibility in the OPCs, an essential factor for consumers in the digital learning environment. These hypotheses aim to quantify and clarify the significant impact that advertising has on various aspects of consumer behavior in the field of online education.

H2a: Advertising has a significant positive effect on Perceived Quality

H2b: Advertising has a significant positive effect on Purchased Intention

H2c: Advertising has a significant positive effect on Trust

## **Personal Trial Experience**

Personal trial experience refers to the opportunity for users to engage with course content before purchasing, allowing them to assess its quality and relevance [25]. This experience is influential in shaping their performance expectations and trust towards the Online Paid Courses (OPCs), significantly impacting their purchase intentions. Positive personal trial experiences can lead to a higher perception of course quality and increased trust in the platform, thus enhancing the likelihood of purchase [8].



Personal trial experience in the context of Online Paid Courses (OPCs) is a crucial factor influencing consumers' purchase intentions. An effective trial experience, characterized by engaging lectures and valuable content, not only enhances the learning experience but also shapes users' perceptions of course quality. It plays a key role in forming performance expectations and building trust in the platform and its offerings [26]. Positive trial experiences, where learners can assess course quality and lecturer expertise, increase the likelihood of their continuing with paid courses. Such trials are seen as essential for learners before committing to a purchase, as they provide firsthand experience of the course and the platform, thereby influencing their decision to invest in the paid course [27].

The concept of personal trial experience plays a pivotal role in the decision-making process of consumers considering Online Paid Courses (OPCs) [8][26]. These trial experiences, offering a glimpse into course content and quality, not only enhance learning engagement but are also fundamental in shaping consumers' perceptions and trust. The opportunity to interact with course material prior to purchase allows potential learners to form concrete judgments about the quality, relevance, and value of the course offerings.

Given the significant influence of personal trial experiences on shaping consumer perceptions and decisions, the following hypotheses are proposed for empirical examination. Hypothesis 3a (H3a) posits that personal trial experience has a significant positive effect on the perceived quality of the courses. This suggests that a positive trial experience can enhance the perceived value and excellence of a course. Hypothesis 3b (H3b) asserts that personal trial experience positively influences purchase intention, indicating that satisfactory trial experiences can motivate consumers to enroll in a course. Lastly, Hypothesis 3c (H3c) explores the impact of personal trial experience on trust. It hypothesizes that effective trial experiences build trust in the platform and its course offerings. Collectively, these hypotheses aim to underscore the crucial role of personal trial experiences in influencing key aspects of consumer behavior in the context of online education.

H3a: Personal Trial Experience has a significant positive effect on Perceived Quality

H3b: Personal Trial Experience has a significant positive effect on Purchased Intention

H3c: Personal Trial Experience has a significant positive effect on Trust

### ***Prior Learning Experience***

Prior learning experience refers to the experience individuals have had with free trial courses and formal paid courses. This experience significantly influences learners' efficiency in subsequent online courses. It enhances students' willingness to consider online courses as a viable option for their academic pursuits and increases their trust in online applications [6]. Importantly, prior learning experience is identified as a key antecedent of purchase intention, as past experiences, including information search, play a crucial role in shaping consumers' decisions to purchase online courses [28].

Prior learning experience significantly influences learners' efficiency in subsequent courses. This encompasses learners' experiences from both free trial courses and formal paid courses. Such prior experiences enhance learners' willingness to consider online courses as a viable option for their education and increase their trust in online learning platforms [29]. Furthermore, past learning experiences directly affect purchase intentions, as they contribute to the overall online learning experience, including the critical aspect of information search which plays a key role in consumer purchase decisions [8].

The significant role of prior learning experience in shaping online learning attitudes and behaviors leads to specific hypotheses about its impact. This experience, gathered through both free trials and paid courses, not only prepares learners for future online courses but also molds their perceptions and decisions. Hence, it is hypothesized that such experiences positively impact key aspects of online learning. This includes Perceived Quality (H4a), where past experiences are expected to enhance perceptions of the quality of online courses. Similarly, a positive effect is anticipated on Purchase Intention (H4b), as previous positive experiences with online courses are likely to increase the likelihood of future purchases. Finally, Trust (H4c) is also expected to be positively influenced, as familiarity and positive experiences with online learning platforms can build confidence and trust in these systems.

H4a: Prior Learning Experience has a significant positive effect on Perceived Quality

H4b: Prior Learning Experience has a significant positive effect on Purchased Intention

H4c: Prior Learning Experience has a significant positive effect on Trust

### ***Perceived Lecturer Expertise***

Perceived lecturer expertise refers to the learner's perception of a lecturer's ability to effectively deliver knowledge and skills [30]. This perceived expertise plays a crucial role in shaping learners' trust in the online learning platform and their expectations of the



course performance. The expertise of lecturers, as perceived by learners, directly influences their satisfaction with the course and their willingness to engage with the course material [8].

Perceived lecturer expertise is a critical factor in enhancing learners' trust in the platform and their expectations of course performance. This expertise, which encompasses the lecturer's ability to effectively deliver knowledge and skills, is vital for favorable course outcomes and is seen as a key aspect of human capital [31]. If learners perceive that a lecturer lacks this expertise, it negatively impacts their perceived course quality and fails to meet their initial expectations. Consequently, perceived lecturer expertise significantly affects both the trust in the platform and the performance expectation towards OPCs, thereby influencing learner satisfaction and engagement with the course material [8].

The concept of perceived lecturer expertise is integral to the online learning experience, particularly in the realm of Online Paid Courses (OPCs) [8][30][31]. This perception, which revolves around the lecturer's ability to deliver knowledge and skills effectively, is not only foundational in establishing learner trust but also critical in shaping their expectations and satisfaction with the course. The learners' belief in the lecturer's expertise is directly tied to their evaluation of the course's quality, the likelihood of their enrollment, and their trust in the platform offering the course.

Given the pivotal role of perceived lecturer expertise in shaping learner attitudes and decisions, a series of hypotheses are proposed for empirical investigation. Hypothesis 5a (H5a) asserts that perceived lecturer expertise significantly enhances the perceived quality of the course. This indicates that a high level of lecturer expertise correlates with a positive perception of the course's value and effectiveness. Hypothesis 5b (H5b) suggests that perceived lecturer expertise has a positive impact on the intention to purchase, indicating that effective lecturer skills can motivate learners to enroll in the course. Finally, Hypothesis 5c (H5c) explores the effect of perceived lecturer expertise on trust. It hypothesizes that a lecturer perceived as highly skilled and knowledgeable fosters trust in the platform and its offerings, which is crucial in the context of online learning environments. These hypotheses aim to illustrate the significant impact of perceived lecturer expertise on various facets of learner engagement and satisfaction in OPCs.

H5a: Perceived Lecturer Expertise has a significant positive effect on Perceived Quality

H5b: Perceived Lecturer Expertise has a significant positive effect on Purchased Intention

H5c: Perceived Lecturer Expertise has a significant positive effect on Trust

## **Price**

Price refers to the amount of money charged for a product or service. It plays a critical role in marketing as it not only affects profitability but also shapes consumer perception and demand [32]. Price is used strategically to position a brand or product in the market, reflecting its value proposition compared to competitors. Pricing decisions can range from premium pricing to attract a luxury market segment, to competitive pricing to capture a larger market share, or to penetration pricing to enter new markets [33]. Effective pricing strategies consider factors like production costs, consumer willingness to pay, market conditions, and the overall marketing mix [34].

In the context of marketing strategies, price is a critical element that significantly influences consumer behavior and decision-making. It's not just the amount a customer pays for a product or service, but also a signal of value, quality, and brand positioning [35]. The pricing strategy chosen by a business can determine its market segment, affect its brand image, and play a vital role in competitive differentiation [36]. Effective pricing strategies can range from premium pricing to establish a high-value perception, to competitive pricing to attract cost-conscious consumers [37]. The key is to balance profitability with customer expectations and market demand, ensuring that the price reflects the product's perceived value while remaining competitive and accessible to the target market [38].

For Online Paid Courses (OPCs), pricing is vital in influencing purchase intention. It signals course quality and value, impacting consumers' willingness to enroll [39]. An effective pricing strategy for OPCs balances course quality perception with market demand, ensuring courses are priced to reflect their value while remaining attractive and affordable to potential learners [3].

In exploring the multifaceted role of pricing within marketing strategies, it becomes evident that price is more than just a cost metric; it's a pivotal element that significantly influences consumer behavior and decision-making in various sectors, including Online Paid Courses (OPCs). Effective pricing strategies go beyond setting a monetary value, they communicate the value, quality, and brand





positioning to the target market [35][36][37][38]. In the context of OPCs, pricing plays a crucial role in shaping consumers' perception of course quality and value, thereby influencing their willingness to enroll [3][39].

This intricate relationship between price and consumer behavior in the realm of e-learning is central to our study. We propose Hypothesis 6 (H6): Price has a significant positive effect on Purchase Intention. This hypothesis aims to empirically examine the extent to which pricing strategies for OPCs can impact a consumer's intention to purchase, focusing on how the perceived value proposition of the course, as reflected in its price, influences potential learners' decision-making processes.

H6: Price has a significant positive effect on Purchase Intention

### *Perceived Quality*

Perceived quality refers to the consumer's assessment of a product or service's overall excellence or superiority. It's not solely based on the inherent characteristics of the product, but also influenced by brand image, reputation, and consumer experiences [40]. In the context of marketing and specifically Online Paid Courses (OPCs), perceived quality extends beyond the intrinsic attributes of the course. It encompasses a learner's subjective judgment about the course's excellence and superiority, influenced by various factors [41]. These include the depth and relevance of the course content, the credentials and teaching effectiveness of the lecturers, the functionality and user-friendliness of the online platform, and the additional resources provided.

Perceived quality also involves the perceived value learners get for the price paid, the credibility of the course provider, and the alignment of the course outcomes with learners' expectations and goals [4]. Perceived quality plays a pivotal role in shaping purchase intention. When learners perceive a course as high-quality, considering factors such as comprehensive content, expert lecturers, a user-friendly platform, and overall value for money, their willingness to enroll and pay for the course increases [5]. This perception, intertwined with the course's brand image and reputation, significantly influences their decision-making process. Therefore, ensuring high perceived quality is essential for OPC providers to positively impact learners' purchase intentions, leading to higher enrollment rates and success in the competitive online education market [8].

Perceived quality, as a concept that extends beyond the inherent characteristics of a product or service, plays a crucial role in consumer assessments and decision-making, particularly in the realm of Online Paid Courses (OPCs). Perceived quality is shaped not just by the tangible attributes of a course but also by the learners' subjective judgments regarding its excellence, which are influenced by the course content, lecturer credentials, platform functionality, and overall value for the price paid [4][40][41]. This multifaceted perception is integral in determining a learner's willingness to enroll in and pay for a course [5] and is further influenced by the brand image and reputation of the course provider [8].

In light of this understanding, Hypothesis 7 (H7) is proposed: Perceived quality has a significant positive effect on Purchase Intention. This hypothesis aims to empirically validate the assertion that the perceived quality of an OPC significantly influences learners' intent to purchase. It underscores the notion that when learners perceive a course as high-quality, considering various factors such as content, expertise, usability, and value for money, they are more likely to be motivated to enroll, thus impacting the course's overall enrollment rates and success in the competitive online education market.

H7: Perceived quality has a significant positive effect on Purchase Intention

### *Trust*

Trust refers to the confidence or belief a consumer has in a product, service, brand, or company to meet their expectations and fulfill promises. It's a crucial factor influencing purchasing decisions, particularly in contexts with perceived risk or uncertainty [43]. Trust is built over time through consistent, positive experiences with a brand or product. It involves aspects like reliability, integrity, and competence [21]. High levels of trust can lead to increased customer loyalty, repeat purchases, and positive word-of-mouth recommendations, making it a key element for businesses to cultivate and maintain [7].

Trust in the context of consumer behavior, particularly in online learning platforms, is highlighted as a fundamental element for successful transactions and learner engagement [44]. Trust in online platforms and sellers facilitates transactions between consumers and e-vendors. Establishing trust in an online learning platform is critical for providers, as it influences students' participation in online learning. Studies have shown that consumers are hesitant to purchase products or services from e-vendors if they lack trust in the

platform. This trust is vital in the online learning context, directly impacting students' willingness to engage and purchase online courses [8].

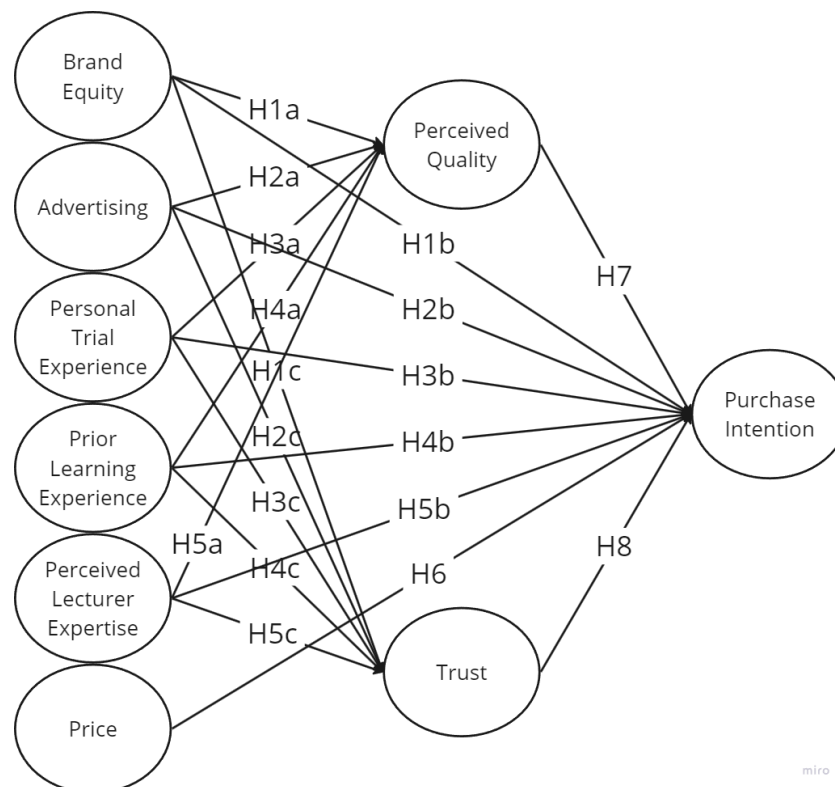
Trust, as a foundational element in consumer behavior, is particularly pivotal in the context of online learning platforms. Trust is the confidence or belief a consumer places in a product, service, or brand, influencing their purchasing decisions, especially in environments characterized by perceived risk or uncertainty [21][43]. Trust is fostered through consistent positive experiences, encompassing aspects such as reliability, integrity, and competence. High levels of trust can lead to increased customer loyalty and positive word-of-mouth, which are crucial for business success [7][44].

In the realm of online education, trust in online platforms and vendors is critical for facilitating transactions and student participation in online learning [8]. The absence of trust can significantly deter consumers from engaging with and purchasing courses on e-learning platforms. Acknowledging this, Hypothesis 8 (H8) proposes that Trust has a significant positive effect on Purchase Intention. This hypothesis seeks to empirically validate the impact of trust on learners' willingness to engage with and purchase online courses, highlighting its critical role in the success and sustainability of online learning platforms.

H8: Trust has a significant positive effect on Purchase Intention

**Purchase Intention**

Trust



**Figure 1. Research Model**

Figure 1 presents a conceptual model illustrating the hypothesized relationships between various factors and purchase intention in the context of Online Paid Courses (OPCs). The model proposes that brand equity, advertising, personal trial experience, prior learning experience, perceived lecturer expertise, and price each play a role in shaping perceived quality and trust, which in turn, are hypothesized to influence purchase intention. The model encapsulates direct and indirect pathways through which the initial six factors can affect a consumer's decision to purchase an online course, emphasizing the complexity of consumer behavior in e-learning environments.

**METHODS**

The measurement of variable items in this study used likert scale. The sample of this research is people in Indonesia with the age range of 18 - 35 years who have bought online paid course using their own money or their parents. Data were collected by distributing questionnaires to 578 respondents using convenience non-probability sampling technique. The data processed by using Partial Least Square-Structural Equation Modeling (PLS-SEM) which consisted of measurement model, structural model, and path analysis.

**RESULTS***Respondent Profile***Table I: Respondent Profile**

<i>Description</i>	<i>Frequency</i>	<i>%</i>
<b><i>Age distribution</i></b>		
<i>18-24</i>	<i>332</i>	<i>57.5%</i>
<i>25-34</i>	<i>246</i>	<i>42.5%</i>
<b><i>Gender</i></b>		
<i>Male</i>	<i>224</i>	<i>38.8%</i>
<i>Female</i>	<i>354</i>	<i>61.2%</i>
<b><i>Last education</i></b>		
<i>Bachelor's degree and diplomas</i>	<i>284</i>	<i>49.1%</i>
<i>Senior/vocational school</i>	<i>284</i>	<i>49.1%</i>
<i>Master degree</i>	<i>8</i>	<i>1.3%</i>
<i>Junior high school</i>	<i>3</i>	<i>0.5%</i>
<b><i>Occupation</i></b>		
<i>College student</i>	<i>275</i>	<i>47.6%</i>
<i>Full-time employee</i>	<i>95</i>	<i>16.5%</i>
<i>Job seeker</i>	<i>88</i>	<i>15.3%</i>
<i>Contract employee</i>	<i>51</i>	<i>8.9%</i>
<i>Senior/vocational school student</i>	<i>27</i>	<i>4.7%</i>
<i>Business owner</i>	<i>20</i>	<i>3.4%</i>
<i>Part-time</i>	<i>14</i>	<i>2.5%</i>
<i>Freelancer</i>	<i>7</i>	<i>1.2%</i>
<b><i>Respondent geographic</i></b>		
<i>Jawa Barat</i>	<i>142</i>	<i>24.6%</i>
<i>DKI Jakarta</i>	<i>91</i>	<i>15.8%</i>
<i>Jawa Timur</i>	<i>96</i>	<i>16.6%</i>
<i>Sumatera Utara</i>	<i>38</i>	<i>6.6%</i>
<i>Jawa Tengah</i>	<i>68</i>	<i>11.8%</i>
<i>Banten</i>	<i>35</i>	<i>6.0%</i>
<i>Lampung</i>	<i>10</i>	<i>1.8%</i>
<i>DI Yogyakarta</i>	<i>22</i>	<i>3.8%</i>
<i>Bali</i>	<i>6</i>	<i>1.0%</i>
<i>Sumatera Selatan</i>	<i>10</i>	<i>1.8%</i>
<i>Sulawesi Selatan</i>	<i>18</i>	<i>3.2%</i>
<i>Riau</i>	<i>8</i>	<i>1.4%</i>





<i>Bengkulu</i>	<b>2</b>	<b>0.4%</b>
<i>Sulawesi Tengah</i>	<b>1</b>	<b>0.2%</b>
<i>Nanggroe Aceh Darusalam</i>	<b>6</b>	<b>1.0%</b>
<i>Kalimantan Barat</i>	<b>5</b>	<b>0.8%</b>
<i>Sumatera Barat</i>	<b>3</b>	<b>0.6%</b>
<i>Kalimantan Tengah</i>	<b>3</b>	<b>0.6%</b>
<i>Kalimantan Selatan</i>	<b>3</b>	<b>0.6%</b>
<i>Kalimantan Timur</i>	<b>1</b>	<b>0.2%</b>
<i>Sulawesi Tenggara</i>	<b>1</b>	<b>0.2%</b>
<i>Gorontalo</i>	<b>1</b>	<b>0.2%</b>
<i>Bangka Belitung</i>	<b>1</b>	<b>0.2%</b>
<i>Kalimantan Utara</i>	<b>1</b>	<b>0.2%</b>
<i>Jambi</i>	<b>1</b>	<b>0.2%</b>
<i>Kepulauan Riau</i>	<b>1</b>	<b>0.2%</b>

Table I shows that the majority (57.5%) of respondents are aged 18-24 (332 individuals), followed by 42.5% (246 individuals) in the 25-34 age group. Females constitute a larger portion of the respondents at 61.2% (354 individuals), compared to males at 38.8% (224 individuals). Respondents predominantly hold Bachelor's degrees and diplomas (49.1%, 284 individuals), with an equal number from senior/vocational schools. Only a small percentage have Master's degrees (1.3%, 8 individuals) and an even smaller fraction from junior high schools (0.5%, 3 individuals). The largest group of respondents are college students (47.6%, 275 individuals), followed by full-time employees (16.5%, 95 individuals), job seekers (15.3%, 88 individuals), and contract employees (8.9%, 51 individuals). Smaller percentages are found in other categories such as business owners, part-timers, and freelancers. The geographic distribution of respondents is varied, with the highest representation from Jawa Barat (24.6%, 142 individuals), followed by Jawa Timur (16.6%, 96 individuals), and DKI Jakarta (15.8%, 91 individuals). Other regions like Sumatera Utara, Jawa Tengah, and Banten also have notable representations, while many regions such as Sulawesi Tengah, Kalimantan Timur, and several others have minimal representation (below 2% each).

**Measurement Model**

The measurement model is carried out to ensure that the items and variables used in this study are valid and reliable. Validity is determined if the outer loading value is higher than 0.7 and the Average Variance Extracted (AVE) value is higher than 0.5, while reliability is determined if the value of Cronbach's Alpha and Composite Reliability are both higher than 0.7.

**Table II. Measurement Model**

<i>Construct</i>	<i>Outer Loading</i>	<i>CA</i>	<i>CR</i>	<i>AVE</i>
<b>Brand Equity</b>		0.806	0.885	0.720
Popularity	0.844			
Superiority	0.854			
Recall	0.848			
<b>Advertising</b>		0.794	0.879	0.708
Up-to-date	0.822			
Interesting	0.864			



Good impression	0.838			
<b>Prior Trial Experience</b>		0.901	0.938	0.835
Free trial	0.911			
Can use trial accordingly	0.926			
Trial according to needs	0.904			
<b>Prior Learning Experience</b>		0.888	0.930	0.816
Good experience of trial	0.900			
Quality content of trial	0.903			
Provide good e-learning after trial	0.907			
<b>Perceived Lecturer Expertise</b>		0.869	0.920	0.793
Expert in mentor respective field	0.873			
Experienced mentor	0.894			
Knowledgeable mentor	0.905			
<b>Perceived Quality</b>		0.884	0.920	0.741
Relevant with industry	0.848			
According to digital development	0.856			
Provide new knowledge	0.872			
Increase self-value	0.868			
<b>Trust</b>		0.854	0.911	0.774
Trustable	0.874			
Reliable	0.884			
Competence	0.882			
<b>Price</b>		0.835	0.901	0.753
Affordable	0.829			
Worth it	0.880			
On a par with its usefulness	0.892			



<b>Purchase Intention</b>	0.879 0.917 0.734
New knowledge	0.838
Support career	0.874
Talent pool	0.862
Community	0.852

Table II shows that the values of outer loading, Cronbach's Alpha (CA), and Composite Reliability (CR) are all higher than 0.7, as well as the Average Variance Extracted (AVE) value is all higher than 0.5. With these results, the items and variables used in this study can be said to be valid and reliable. In addition to measuring the value of outer loading and AVE value, the determination of validity can also be supported by measuring the value of discriminant validity in the Fornell-Larcker Criterion. The measurement of discriminant validity aims to ensure that each item made is appropriate and accurate to measure the variables it represents.

**Table III. Fornell-Larcker Criterion**

	<i>ADV</i>	<i>BE</i>	<i>LCT</i>	<i>QLT</i>	<i>TRL</i>	<i>PRC</i>	<i>LRN</i>	<i>PI</i>	<i>TRS</i>
<b>Advertising</b>	0.842								
<b>Brand Equity</b>	0.754	0.849							
<b>Perceived Lecturer Expertise</b>	0.689	0.687	0.890						
<b>Perceived Quality</b>	0.743	0.703	0.832	0.861					
<b>Personal Trial Experience</b>	0.548	0.566	0.539	0.566	0.914				
<b>Price</b>	0.663	0.656	0.719	0.755	0.558	0.868			
<b>Prior Learning Experience</b>	0.563	0.562	0.592	0.626	0.849	0.574	0.903		
<b>Purchase Intention</b>	0.703	0.687	0.773	0.797	0.519	0.738	0.571	0.857	
<b>Trust</b>	0.726	0.741	0.793	0.833	0.555	0.749	0.621	0.809	0.880

Table III shows that the value of a variable in relation to the variable itself is higher than its relation to the other variables. With the results of this measurement model, all validity and reliability have been determined and the data can be further processed using structural model.

**Structural Model**

The structural model is carried out to determine the quality of the research model in its ability to predict independent variables by measuring the value of the determinant coefficient (R2) and the predictive relevance (Q2) (27). In addition, the calculation of the Goodness of Fit (GoF) value also needs to be carried out to determine the suitability of the research model (28).



Table IV. Structural Model

Construct	AVE	R <sup>2</sup>	Q <sup>2</sup>
Brand Equity	0.720		
Advertising	0.708		
Prior Trial Experience	0.835		
Prior Learning Experience	0.816		
Perceived Lecturer Expertise	0.793		
Perceived Quality	0.741	0,759	0.741
Trust	0.774	0,727	0.707
Price	0.753		
Purchase Intention	0.734	0,732	0.666
Average	0.764	0,739	0.705
AVE x R <sup>2</sup>	0.565		
GoF $\sqrt{AVE} \times R^2$	0.751		

Table IV shows the GoF value = 0. (%) which refers to the GoF value criteria included in the high criteria. Then the R2 value which measures the influence of the independent variable on the dependent variable in this study is 0.739 (73.9%) which refers to the R2 value criteria included in the moderate criteria. While Q2 has a value of 0. > 0 which indicates that the variables in this study are relevant and formed by good items.

**Path Analysis**

Path analysis aims to test the significance of the relationship between variables and test the hypotheses developed in this study. Significance is determined and the hypothesis is accepted if the t-value has a value above 1.96 and the p-value has a value below 0.05.

Table V. Path Analysis

PATH	β	T-VALUE	P-VALUE	RESULT
Brand Equity → Perceived Quality	0.087	1.433	0.152	Rejected
Brand Equity → Trust	0.249	4.637	0.000	Accepted
Brand Equity → Purchase Intention	0.046	0.961	0.337	Rejected
Advertising → Perceived Quality	0.243	4.023	0.000	Accepted



Advertising → Trust	0.178	3.468	0.001	Accepted
Advertising → Purchase Intention	0.092	1.842	0.066	Rejected
Personal Trial Experience → Perceived Quality	-0.034	0.735	0.463	Accepted
Personal Trial Experience → Trust	-0.076	1.404	0.161	Accepted
Personal Trial Experience → Purchase Intention	-0.031	0.551	0.582	Rejected
Prior Learning Experience → Perceived Quality	0.156	3.38	0.001	Accepted
Prior Learning Experience → Trust	0.193	3.351	0.001	Accepted
Prior Learning Experience → Purchase Intention	0.023	0.415	0.678	Rejected
Perceived Lecturer Expertise → Perceived Quality	0.531	12.773	0.000	Accepted
Perceived Lecturer Expertise → Trust	0.427	8.034	0.000	Accepted
Perceived Lecturer Expertise → Purchase Intention	0.179	3.163	0.002	Accepted
Price → Purchase Intention	0.165	3.385	0.001	Accepted
Perceived Quality → Purchase Intention	0.177	2.533	0.012	Accepted
Trust → Purchase Intention	0.298	5.063	0.000	Accepted

Table V shows that Brand equity significantly influences trust but not perceived quality or purchase intention. Advertising positively affects both perceived quality and trust, yet its impact on purchase intention is not significant. Personal trial experience, while influential on perceived quality and trust, does not significantly affect purchase intention. Prior learning experience positively impacts perceived quality and trust, but not purchase intention. Notably, perceived lecturer expertise significantly enhances perceived quality, trust, and purchase intention. Additionally, price positively influences purchase intention, as do perceived quality and trust. Overall, the analysis reveals mixed results, with certain variables like perceived lecturer expertise and advertising showing more consistent positive effects on outcome variables compared to others like brand equity and personal trial experience.

**DISCUSSION AND CONCLUSION**

In conclusion, the research conducted on user experiences with e-learning platforms has yielded significant insights into their preferences, motivations, and perceived challenges. The analysis has revealed a strong user preference for e-learning platforms that offer interactive, practical, and well-structured content that aligns with their personal and professional development goals.

Users are primarily motivated by the desire to enhance their skill sets, particularly in areas that are directly applicable to their career advancement or entrepreneurial endeavors. The data indicates that users highly value the ability to apply learned skills in real-world situations, underscoring the importance of practical exercises and case studies in e-learning content.

The research also highlighted the importance of mentor quality and the availability of interactive features, such as live sessions and community forums, as these elements significantly enhance the learning experience. Technical challenges, particularly those related to connectivity and platform usability, were identified as barriers to effective learning.

Budget considerations play a crucial role in the selection of e-learning services, with users expressing a willingness to invest in platforms that offer perceived value in terms of content quality and learning outcomes. This suggests that e-learning providers should consider flexible and competitive pricing models while ensuring the delivery of high-quality content.





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